



NATIONAL COMPREHENSIVE CENTER
FOR **TEACHER QUALITY**

Concurrent Session 1: “State Policies and Examples of Best Practices in Principal Evaluation”

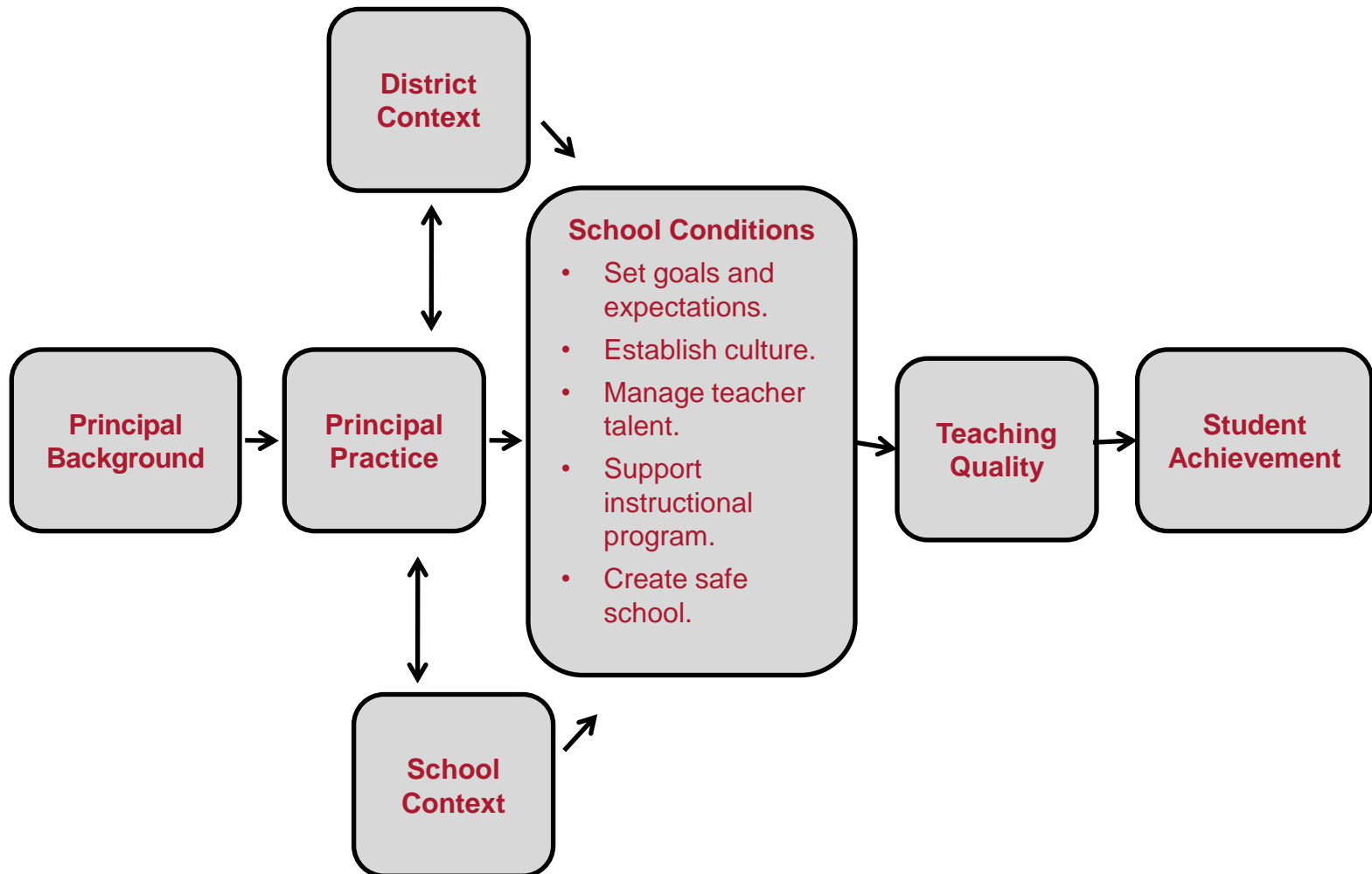
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Principal Evaluation Research and Design: Key Questions Addressed by This Session

- What are the purposes of evaluation systems?
- What should be assessed?
- What are some measurement approaches?
- How will practice and outcome measures be combined for overall evaluation?

A Framework for Principal Impact



What Are the Purposes of Evaluation Systems? Formative and Summative

Formative

- Formal or informal formative assessment provides opportunities to receive and use feedback about practice so that principals have opportunities to improve practice.
 - Walkthroughs by coaches or other staff, with feedback given
 - Data committee meetings with district staff
 - Surveys about instructional leadership or performance (e.g., VAL-ED, Comprehensive Assessment on Leadership for Learning [CALL], parent surveys)
 - Coach or mentor feedback
 - Professional development feedback

Summative

- A formal and final assessment of principal performance that involves some scoring and reflection on performance.

What Should Be Assessed?

- **Competencies:** The knowledge, skills, and abilities leaders need to possess or develop to meet school and district performance objectives.
- **Outcomes:** Measurable individual and organizational results that leaders are expected to achieve.

What Are Some Measurement Approaches?

A Standards-Based Evaluation

- **Explicit standards** for what principals should know and do
- **Rubrics specifying** levels of performance and related behaviors
- **Multiple evidence sources**
 - Observations, portfolio, or document reviews
 - 360-degree leadership quality assessments (e.g., VAL-ED, CALL)
 - School climate surveys (e.g., Working Conditions Survey, school climate surveys)
- **Evaluator training** for consistency and useful feedback

What Are Some Measurement Approaches?

Outcomes

Student Achievement on Tests

- State and district assessments
- Attainment, gain, value-added

Other Outcomes

- Graduation, attendance, retention rates (teacher and student), college readiness
- Teacher and parent surveys (climate)

How Will Practice and Outcomes Measures Be Combined for Overall Evaluation?

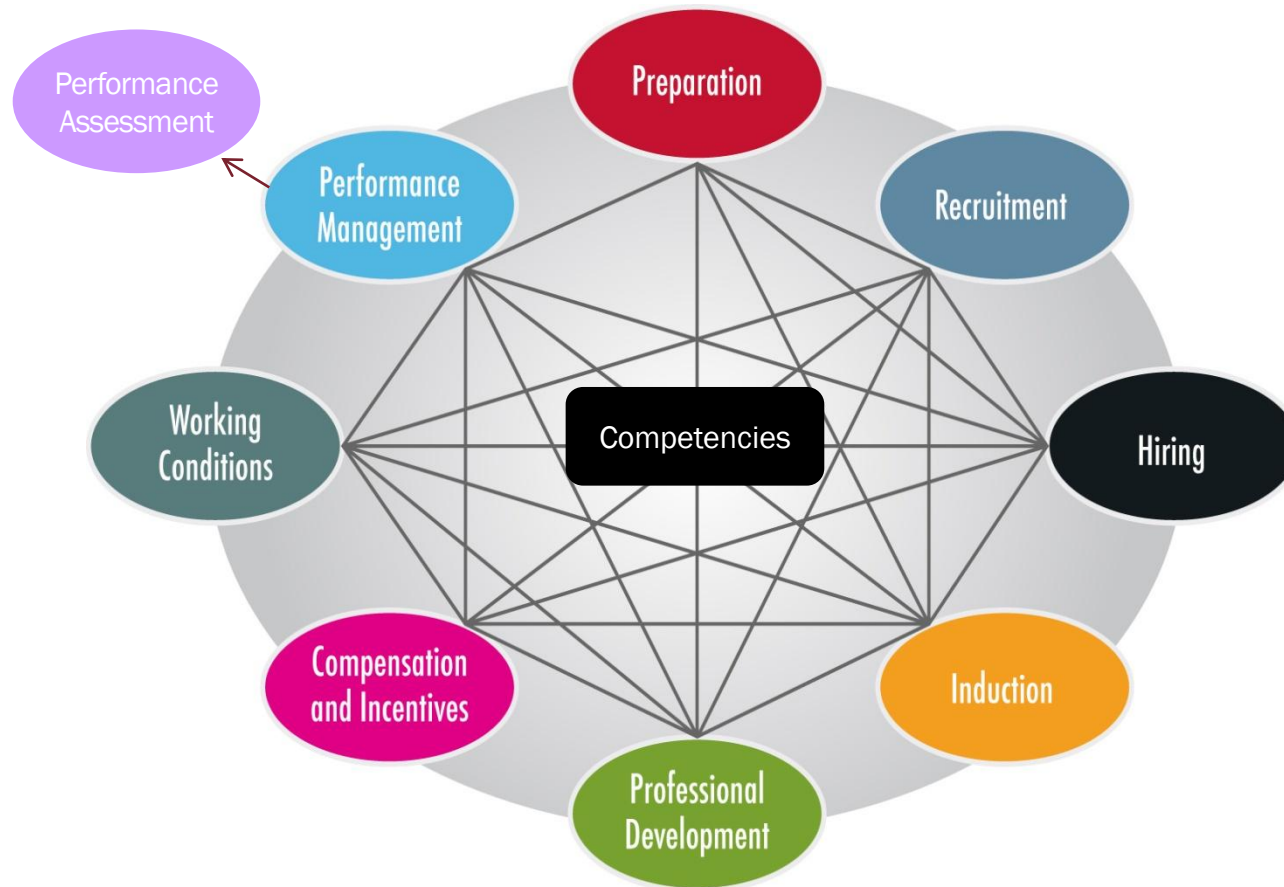
Domain	Dimensions	Measurement	Rating
Leadership Development	<ul style="list-style-type: none"> • PD Participation • Successful Completion of Personal PD Plan • Mentoring/coaching other school leaders 	<ul style="list-style-type: none"> • District & school PD records • Indicators • Records of mentoring/ coaching activities & ratings by mentees 	1-4 (20%)
Leadership Practice and Quality	<ul style="list-style-type: none"> • Instructional • Human Capital • Community • Building Management 	<ul style="list-style-type: none"> • Evaluator judgments based on evidence & rubrics describing 4 performance levels • 360 degree tool 	1-4 (20%)
Teaching Conditions	<ul style="list-style-type: none"> • School Climate • Retention of Effective Teachers • Implement District Instructional Strategies 	<ul style="list-style-type: none"> • Teacher/Student climate survey • Retention rate of high value-added teachers • Monthly walk-throughs by district program specialists 	1-4 (20%)
Student Achievement	<ul style="list-style-type: none"> • School Productivity • Improvement in Attainment • Improvement in Graduation Rate • Achievement Gap Reduction 	<ul style="list-style-type: none"> • School value-added • Increase in attainment on state assessments • Increase in graduation rate • Increase in proficient/advanced scores for sub-groups with lower initial proficiency 	1-4 (40%)

What Process Can Combine Practice and Outcome Measures for Overall Evaluation?

Performance Management

- Goal-setting sessions between principal and evaluator with timeline for meeting goals
- Agreed upon, multiple measures for goal completion (qualitative and quantitative), i.e., scorecard
- Formative feedback, coaching, and targeted professional development
- Evaluation of practice and outcomes
- Consequences based on results (remediation, award, advancement)

The Big Picture: Human Capital Management



Adapted from page 6 of *Managing Educator Talent: A Framework for District and State Policymakers* (Version 2.1) by Ellen Behrstock, Cassandra Meyer, Sara Wraight, and Monica Bhatt. Copyright © 2009 Learning Point Associates, an affiliate of American Institutes for Research. Adapted with permission.

Pittsburgh Public Schools PULSE Program: Rubrics

Pittsburgh Urban Leadership System for Excellence (PULSE):

- Recruitment
- Training
- Support
- Evaluation
- Improvement
- Compensation

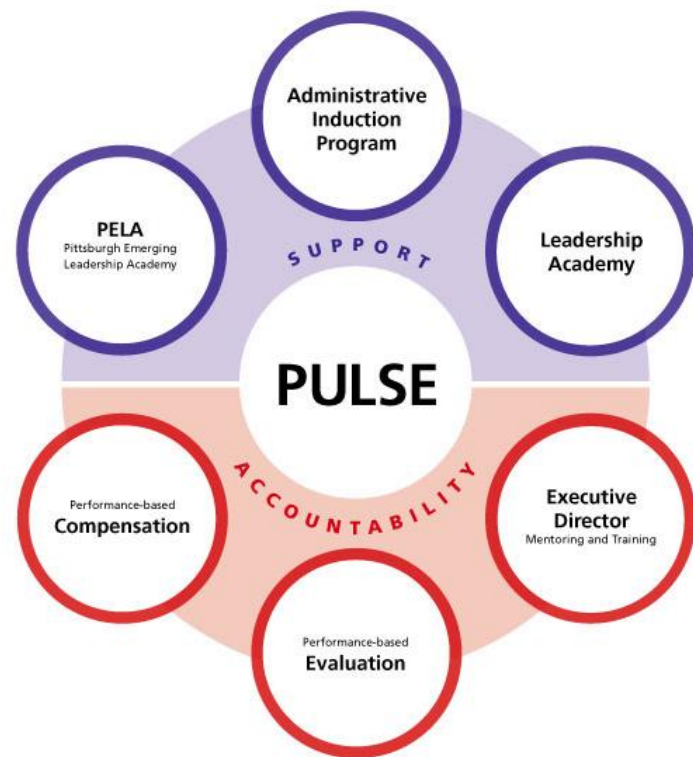


**The Connection to the
District's Strategic Plan for
Leadership**

Pittsburgh Public Schools PULSE Program: Human Capital Alignment

PULSE Components

- Pittsburgh Emerging Leadership Academy (PELA)
- Administrative Induction Program
- Leadership Academy
- Assistant Superintendent Mentoring and Training
- Performance-Based Evaluation
- Performance-Based Compensation



Pittsburgh Public Schools PULSE Program: Performance-Based Evaluation

Pittsburgh Performance Standard Rubric

- Seven standards of the rubric are based on the Interstate School Leaders Licensure Consortium (ISLLC) standards.
 - Standards focus on learning, teaching, and creation of rich learning environments.
- The rubric is designed to evaluate performance on four levels instead of satisfactory and unsatisfactory.
 - New ratings include *rudimentary*, *emerging*, *proficient*, and *accomplished*.

Pittsburgh Public Schools PULSE Program: Performance-Based Evaluation

System Features

- Principals are evaluated at the mid-semester and at the end of the year.
- Evaluations differentiate between novice and experienced principals.
- Process considers self-assessment, assessments from assistant superintendents, and evidence collected by both principals and assistant superintendents.
- Principals receive a rating of *rudimentary*, *emerging*, *proficient*, or *accomplished* on each of the 27 components.

Pittsburgh Public Schools PULSE Program: Performance-Based Evaluation

Evidence Collection

Assistant Superintendents

- 60 percent of assistant superintendents' time is spent in the schools observing practices and collecting evidence.

Principals

- Collect evidence for both themselves and their assistant principals.

Pittsburgh Public Schools PULSE Program: Rubric Example and Activity

- Review the rubric.
 1. What is it measuring?
 2. What type of evidence is needed to support the rubric component?
- Discuss 1 and 2 with partner. Do you agree?
- Report out to larger group.

Pittsburgh Example Scoring Rubric

Standard 2: The Culture of Teaching and Learning: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

PERFORMANCE LEVEL				
Component	Rudimentary	Emerging	Proficient	Accomplished
2a Maintaining a School-wide Focus on Teaching and Learning SPE Focus Area 1,2,3,4	<p>There is little or no evidence that the school leader/district leader:</p> <ul style="list-style-type: none"> Knows and holds teachers accountable for knowing and applying principles of effective instruction in teaching students Has a working knowledge of district's curriculum design, implementation, evaluation and refinement Supports the achievement of all students and staff and promotes, recognizes, and celebrates these efforts and accomplishments throughout the school year Protects the teaching and learning process from issues that distract from instruction and student learning Fully implements district or program initiatives and curricula 	<p>There is limited evidence that the school leader/district leader:</p> <ul style="list-style-type: none"> Knows and holds teachers accountable for knowing and applying principles of effective instruction in teaching students Has a working knowledge of district's curriculum design, implementation, evaluation and refinement Supports the achievement of all students and staff and promotes, recognizes, and celebrates these efforts and accomplishments throughout the school year Protects the teaching and learning process from issues that distract from instruction and student learning Fully implements district or program initiatives and curricula 	<p>There is clear evidence that the school leader/district leader:</p> <ul style="list-style-type: none"> Knows and holds teachers accountable for knowing and applying principles of effective instruction in teaching students Has a working knowledge of district's curriculum design, implementation, evaluation and refinement Supports the achievement of all students and staff and promotes, recognizes, and celebrates these efforts and accomplishments throughout the school year Protects the teaching and learning process from issues that distract from instruction and student learning Fully implements district or program initiatives and curricula 	<p>There is clear, convincing, and consistent evidence that the school leader/district leader:</p> <ul style="list-style-type: none"> Knows and holds teachers accountable for knowing and applying principles of effective instruction in teaching students Has a working knowledge of district's curriculum design, implementation, evaluation and refinement Supports the achievement of all students and staff and promotes, recognizes, and celebrates these efforts and accomplishments throughout the school year Protects the teaching and learning process from issues that distract from instruction and student learning Fully implements district or program initiatives and curricula

Pittsburgh Public Schools PULSE Program: Performance-Based Compensation

Recognizes and rewards the contributions of “ top performers.”

- Compensation is no longer rewarded based on seniority.
- Principals are compensated based on their performance and student achievement outcomes.
 - Achievement bonus
 - Performance increment

Pittsburgh Public Schools PULSE Program: Performance-Based Pay

Bonus Structure

Achievement Bonus

- Based on demonstrating growth in student achievement
- One-time payment up to \$10,000

Performance Increment

- Maximum increment of \$2,000
- Becomes part of the base pay

Maximum eligible payout: \$12,000

Pittsburgh Public Schools PULSE Program: Performance-Based Pay

Measures Used for Achievement Bonus

- Based on demonstrating growth in student achievement
 - VAM
 - State and Local Assessment Outcomes
 - Specific to school configuration

Pittsburgh Public Schools: Principal Performance Evaluation

Impact of Ratings

- Salary increases
- Assessment of continued placement in a principal position
 - Demotion
 - Resignation
 - Retirement
- Assessment of needs for additional support and professional development

Pittsburgh Public Schools: Principal Performance Evaluation

Revisions and Their Impact

Refinement of the Rubric

- Reduced number of focused components
- Focus on teaching and learning environment and human capital
- Principals now able to focus efforts on the areas that have been found to be most closely linked to student achievement

Implementation of High-Need School Criteria

- The district will now be able to more clearly identify the most effective principals.

Questions?

Resources

Principal Evaluation Research

- Kimball, S. M., Milanowski, A., & McKinney, S. (2009). Assessing the promise of standards-based performance evaluation for principals: Results from a randomized trial. *Leadership and Policy in Schools*, 8(3), 233–263.
- Kimball, S.M. (2011). Strategic talent management for principals. In A. R. Odden (Ed.), *Strategic management of human capital in public education: Improving instructional practice and learning in schools* (pp. 133–152). New York: Routledge Press.
- The Wallace Foundation. (2009). *Assessing the effectiveness of school leaders: New directions and new processes*. New York: Author. Retrieved May 24, 2011, from <http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus/EducationLeadership/Documents/Assessing-the-Effectiveness-of-School-Leaders.pdf>
- Goldring, E., Porter, A., Murphy, J., Elliott, S., & Cravens, X. (2007). *Assessing learning-centered leadership: Connections to research, professional standards, and current practices*. New York: The Wallace Foundation. Retrieved May 24, 2011, from <http://www.wallacefoundation.org/SiteCollectionDocuments/WF/Knowledge%20Center/Attachments/PDF/Assessing%20Learning-Centered%20Leadership.pdf>

Resources

Websites

- New Leaders for New Schools
<http://www.nlins.org>
- Center for Educator Compensation Reform
<http://www.cecrc.ed.gov/>
- Strategic Management of Human Capital
<http://www.smhc-cpre.org/>